

Hall of Wisconsin History

Loyal School District

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Subject: Social Studies, Language Arts, Media	Technology/Equipment/Supplies Needed: Trade books, computer lab/Internet, online/print reference materials, poster paper, art supplies, Digital Resources for Teaching WI Studies, LCD projector, TV/VCR, WI Blue Book, Badger history text, WI Studies Weekly (student newspaper), Great State Wisconsin (student newspaper).
Topic: Contributions and Accomplishments of WI People	
Grade Level: 4	Collaboration (w/media specialist, other staff): Social Studies teacher Language Arts teacher Media Specialist
Lesson Length/No of Sessions: 3-4 weeks	

Task/Objectives:

1. Students will recognize the contribution of people in WI history.
2. Students will use researching skills
3. Students will synthesize information.
4. Students will sequence historic data using a time line.
5. Students will create a poster depicting the accomplishments/contributions of people in WI history

Process (strategies & activities):

1. **Social Studies teacher** will review the lives of people from WI.
2. Students will view 1-2 minute video clips from Digital Resources for Teaching WI Studies in computer lab:
 - 1g — "Paleo People in WI, Archaic People in WI, Woodland People in WI, Mississippian People & Aztalan"
 - 1h — "WI First Peoples, Early Workers."
 - 2a — "Explorers Arrive From Europe, Explorers and Traders Come to WI."
 - 3a — "Canals and Sawmills"
 - 3c, — "Miners From Great Britain, Oneida People Come to WI, Yankees and Europeans Settle."
 - 4a — "Indian People Today"
 - 4c — "Tibetan Immigrants to WI, Refugees from Kosovo, Russian Immigrants to WI, Migrant Families to WI"
 - 4f — "Asian Immigrants to WI"
 - 4g — "African-American Immigrants to WI"
 - 4h — "Hispanic Immigrants to WI"
 - 6h — "A Lumberjacks Life, A Lumberjacks Family, Logging in WI"
 - 9a — "Inventions and Products"
 - 10f — "Wisconsin Architects, Sports Culture"
 - 10g — "Investigating Pioneer Life"
3. Students will view at least 8 of the video clips and record on the worksheet provided a statement about that individual or group.
4. Organize students into pairs to select and research a specific individual (ex. Jean Nicolet) or group of people (lumberjacks) from WI history.

5. **Media Specialist** will teach students online searching skills and how to use the online library catalog to find information pertaining to their individual or group. Students will learn to determine if the information is accurate, current, complete and appropriate.
6. Students will take notes on their individual or group.
7. **Language Arts teacher** will help students create their life-size figure of their individual or group on a large piece of butcher paper. They will trace one member of their group to get the outlined image and then use their research to dress the figure appropriately. Students will use their research to write 5-10 facts about their individual or group to include their accomplishments. Students will generate Word Art on the computer to be placed on the poster around the life-size image.

These will be displayed in the hall of the school using a chronological timeline.

Resources:

Kretzer, Marilyn, "Making Social Studies Come Alive!" c.1996, Scholastic, New York, NY.

Digital Resources for Teaching WI Studies

WI Blue Book

Trade books/Reference books

CESA 10 IMC

Internet

www.wisconsinhistory.org

www.whiteoak.org

www.cesa10.k12.wi.us

Assessment Rubric:

	Minimal	Basic	Proficient	Advanced
Facts	Has 1 fact.	Has 2 facts.	Has 3 facts.	Has at least 4 facts.
Content accuracy	No facts are accurate	1 fact is accurate.	2-3 facts are accurate	All facts are accurate
Grammar & Spelling	Writer makes more than 4 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes no errors in grammar or spelling.
Presentation	The poster is not attractive and has no organization. It looks like it was done in a hurry.	The poster has smudges in formatting and is poorly organized.	The poster has attractive formatting and is somewhat organized.	The poster has exceptionally attractive formatting and is well organized.

Alignment to Content Standards:

Social Studies B.4.2, B.4.3, B.4.4, B.4.7, B.4.9, B.4.10 C.4.1 E.4.2, E.4.4, E.4.11, E.4.12	Language Arts A.4.2, A.4.3 B.4.1, B.4.2, B.4.3 C.4.3 F.4.1
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Alignment to Information and Technology Literacy Standards:

Media & Technology

A.4.4

A.4.5

Information & Inquiry

B.4.3

B.4.4

B.4.5

B.4.6

B.4.7

Independent Learning

The Learning Community

D.4.1

D.4.2

Name _____

Directions: View at least 8 of the following video clips. Write a sentence summary of the clip.

Era	Location	Name of Video Clip	Statement
1	1g	"Paleo People in WI"	
1	1g	Archaic People in WI	
1	1g	Woodland People in WI	
1	1g	Mississippian People & Aztalan	
1	1h	WI First Peoples	
1	1h	Early Workers	
2	2a	Explorers Arrive From Europe	
2	2a	Explorers and Traders Come to WI	
3	3a	Canals and Sawmills	
3	3c	Miners From Great Britain	
3	3c	Oneida People Come to WI	
3	3c	Yankees and Europeans Settle	
4	4a	Indian People Today	
4	4c	Tibetan Immigrants to WI	
4	4c	Refugees from Kosovo	
4	4c	Russian Immigrants to WI	
4	4c	Migrant Families to WI	
4	4f	Asian Immigrants to WI	
4	4g	African-American Immigrants to WI	
4	4h	Hispanic Immigrants to WI	
6	6h	A Lumberjacks Life	
6	6h	A Lumberjacks Family	
6	6h	Logging in WI	
9	9a	Inventions and Products	
10	10f	Wisconsin Architects	
10	10f	Sports Culture	
10	10g	Investigating Pioneer Life	

Technology Standards Rubric

	Minimum 1 point	Basic 2 points	Proficient 3 points
A.4.4	Needs a lot of help following logging on directions.	Needs a little help following directions logging on and viewing information from a pre-selected site on the Internet.	Can easily follow logging on directions and view information from pre-selected site on the Internet.
B.4.3	Very needy- needs help accessing the electronic card catalog and finding the materials almost all the time.	Needs some help accessing materials through the electronic card catalog. Needs occasional help finding materials in the library.	Uses the electronic card catalog efficiently and is able to find the materials in the library.
B.4.4	Needs someone to point out most of the bibliographic information needed for each source.	Needs some help with identifying source information for bibliographic reference.	Can identify the bibliographic information needed from each source.
B.4.4	Gets confused a lot about fiction/ nonfiction differences and their locations in the library.	Occasionally needs help identifying fiction/nonfiction differences. Knows where they are located in the library.	Can identify the difference between fiction/nonfiction materials and knows where they are located in the library.
B.4.6	Needs a lot of help finding the information to apply to the project.	Needs some help identifying the type of information needed but usually can apply it to the project.	Can identify the information needed and apply it to the project.
D.4.1	Cannot work with others in most situations. Does not share in the decision making or responsibility of the project.	Works with others but has difficulty sharing decisions and responsibilities.	Works well with others and takes their share of the responsibility for the project. Motivates others to do their best.
D.4.2	Always needs to be reminded of overdue books several times before they are returned.	Needs to be reminded once of an overdue book and it gets returned promptly.	Returns all borrowed materials on time.